

SERVICES MARKETING

Services Marketing is a course of study designed to develop concepts and skills needed for success in the services marketing industry. Services marketing involves a rapidly expanding wide range of personal services and business services focusing on the interaction of customer and service provider. This course is appropriate for students with career interests in medical, accounting, technical, engineering, and financial services.

Recommended Credits:	1/2 – 3*
Recommended Grade Levels:	10 th , 11 th , 12 th
Course Substitution:	Economics

Note 1:** Standards to be completed for ½ credit are identified with one asterisk (*). Additional standards to be completed for 1 credit are identified with two asterisks (**). A paid, credit-generating work-based learning component is recommended for advanced students for up to 2 additional credits. This standard is identified by three asterisks ().



Services Marketing

***STANDARD 1.0**

The student will analyze the nature and scope of the service marketing industry.

***STANDARD 2.0**

The student will analyze the impact of customer service as it applies to personal services and business services marketing.

****STANDARD 3.0**

The student will examine the nature and scope of service planning.

****STANDARD 4.0**

The student will identify and analyze the pricing activities involved in the marketing of services.

****STANDARD 5.0**

The student will examine the importance of the promotional mix to business and personal services.

***STANDARD 6.0**

The student will gain an understanding of economic concepts and principles in a global economy.

***STANDARD 7.0**

The student will apply and relate academic subject areas to business and personal services marketing.

***STANDARD 8.0**

The student will apply organizational and leadership skills.

*****STANDARD 9.0**

The student will analyze how service marketing principles are applied in a specific work-based learning experience.

Services Marketing

COURSE DESCRIPTION: This course will include the various components of marketing as they apply to a variety of personal and business services. Forecasts for the twenty-first century indicate that personal and business services will be one of the fastest growing occupational areas.

STANDARD 1.0

The student will analyze the nature and scope of the service marketing industry.

LEARNING EXPECTATIONS

The student will:

- 1.1 Examine the types of business organizations that fit under the service marketing umbrella.
- 1.2 Evaluate the growth of the service marketing industry.
- 1.3 Analyze technology and the growth of service marketing.
- 1.4 Evaluate career opportunities in the growing services industry.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 1.1a Distinguishes between service marketing and goods marketing.
- 1.1b Evaluates the difference between personal services and business services.
- 1.2a Identifies the overall growth trend of the service marketing industry.
- 1.2b Analyzes factors such as income, age, culture, lifestyle, etc., responsible for changes in the service marketing industry.
- 1.2c Analyzes the growth of personal services marketing and business services marketing in Tennessee.
- 1.3a Examines technological advances and their impact on the provider of services.
- 1.3b Evaluates technological advances and their impact on the expectations and satisfaction of the consumer.
- 1.4a Assesses personal characteristics important to success in service marketing.
- 1.4b Identifies current and future career opportunities in services marketing as well as the educational requirements related to these opportunities.
- 1.4c Analyzes employer expectations in the services marketing environment.
- 1.4d Identifies the steps for locating and securing employment in the marketing services area.

INTEGRATION/LINKAGES

National Marketing Standards, SCANS, Business Education, Mathematics, Language Arts, Speech and Drama, Economics, Psychology, Sociology, History

SAMPLE PERFORMANCE TASKS

- Create a pictorial display classifying marketing businesses as service businesses or goods businesses.
- Using the Yellow Pages of the phonebook, identify the types of businesses. Classify these businesses as personal services or business services.
- Create a graph comparing the growth trends of personal service marketing with the growth trends of business services.

- Write and present a report identifying and evaluating factors responsible for the growth of the service marketing industry.
- Using the Internet and/or other resources, create a line graph plotting the growth (over a specified number of years) of business and personal services in both numbers and revenue for Tennessee.
- Using the local phonebook, determine the number of service businesses listed in the Yellow Pages. If possible obtain an older phone directory to determine the number of new service marketing businesses.
- Create a timeline identifying the introduction of emerging technologies.
- Brainstorm the use of the computer in personal service marketing.
- Brainstorm the use of the computer in business service marketing.
- Conduct a self-analysis identifying interests, aptitudes, and personal traits.
- Develop a career ladder including educational requirements for a specific marketing service career.
- Interview a management person in a service marketing business to determine his or her employee expectations. Make a class presentation of these findings.
- Develop a presentation describing the steps involved in locating and securing employment in a marketing service career of choice.

STANDARD 2.0

The student will analyze the impact of customer service as it applies to personal services and business services marketing.

LEARNING EXPECTATIONS

The student will:

- 2.1 Examine the importance of customer service mindset.
- 2.2 Analyze employee actions needed to demonstrate customer service mindset.
- 2.3 Analyze the importance of interpreting business policies to customers/clients.
- 2.4 Analyze the impact of positive customer service techniques in response to customer problems.
- 2.5 Evaluate the components of proper telephone courtesy.
- 2.6 Identify the factors contributing to ethical behavior in the workplace.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 2.1a Identifies the components of customer service mindset.
- 2.1b Examines the effect of consumer service mindset as it relates to business success.
- 2.2a Determines the activities all employees should use to create a positive customer service mindset.
- 2.2b Examines the methods employees should use when working directly with customers to create a positive customer service mindset.
- 2.3a Analyzes the effect of business policies on the business, the customer, and the employee.
- 2.3b Identifies and evaluates business policies involving product, service, credit, promotion, price, and employee-customer interaction.
- 2.3c Examines guidelines useful in interpreting business policies.
- 2.4a Identifies and categorizes types of customer/client inquiries.
- 2.4b Examines the techniques used to handle the various types of difficult customers/clients.
- 2.4c Identifies and analyzes the employee's responsibility in handling customer/client complaints.

- 2.5a Analyzes the problems associated with nonvisual two-way communication.
- 2.5b Analyzes the proper business use of the telephone.
- 2.5c Identifies and evaluates telephone statements that leave negative customer perceptions.
- 2.5d Evaluates the impact of the telephone speaking voice on the customer.
- 2.6a Analyzes the relationship between ethical behavior and moral values.
- 2.6b Distinguishes between ethical behavior and unethical behavior.

INTEGRATION/LINKAGES

National Marketing Standards, SCANS, Business Education, Language Arts, Speech and Drama, Psychology, Sociology

SAMPLE PERFORMANCE TASKS

- Create a definition of customer service mindset.
- Create a chart or diagram showing the benefits of customer mindset for the business, the employee, and the customers.
- Evaluate his or her current customer service mindset and develop a plan to improve areas of weakness.
- Evaluate employee-customer business policies used at students' places of employment.
- Demonstrate the ability to give directions to important geographic locations within the community.
- Given a set of customer situations, identify the type of difficult customer and propose an appropriate method to handle the situation.
- Discuss the proper telephone use where students work.
- Given a list of inappropriate telephone statements commonly used, rewrite the statements creating a positive customer perception.
- Evaluate his or her own personal ethics.
- Participate in a debate on issues involving unethical behavior.

STANDARD 3.0

The student will examine the nature and scope of service planning.

LEARNING EXPECTATIONS

The student will:

- 3.1 Analyze the components of the service mix.
- 3.2 Identify the characteristics associated with services.
- 3.3 Examine the planning process used to select services to be offered to businesses and individuals.
- 3.4 Examine government regulations that influence the marketing of services.
- 3.5 Identify factors that influence global marketing in the services industry.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 3.1 Distinguishes between pure services and product-related services.
- 3.2 Evaluates the strengths and weaknesses used to determine the service mix.
- 3.3a Evaluates the importance of identifying customer/client needs and wants when selecting

various marketing services.

3.3b Analyzes the steps used in new-service development.

3.4 Explains the effect of government regulations on business and personal marketing services.

3.5 Analyzes the prospects for exporting and importing business and personal services.

INTEGRATION/LINKAGES

National Marketing Standards, SCANS, Business Education, American Legal Systems, Language Arts, Speech and Drama, Psychology, Sociology

SAMPLE PERFORMANCE TASKS

- Develop lists of local businesses offering pure services and product-related services and describe their service mix.
- Create a diagram displaying the characteristics used to describe services.
- Select a business or a personal service and determine the benefits associated with the service.

STANDARD 4.0

The student will identify and analyze the pricing activities involved in the marketing of services.

LEARNING EXPECTATIONS

The student will:

- 4.1 Assess the importance of price and its relation to business goals.
- 4.2 Analyze the factors that influence pricing strategies.
- 4.3 Determine the methods used to determine price.
- 4.4 Determine the effect of government regulation on pricing.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 4.1 Differentiates between the pricing goals of market share, return on investment, and meeting the competition.
- 4.2 Compares and contrasts pricing policies and strategies used in service establishments.
- 4.3 Uses appropriate formulas when calculating price.
- 4.4 Analyzes government regulations affecting price.

INTEGRATION/LINKAGES

National Marketing Standards, SCANS, Business Education, American Legal Systems, Language Arts, Speech and Drama, Psychology, Sociology, Mathematics

SAMPLE PERFORMANCE TASKS

- Given examples of business and personal business situations, select the appropriate pricing goal.
- Given a case problem, select an appropriate psychological pricing technique and present it to the class.
- Calculate the break-even point for a specific business or a personal service.
- Calculate various discounts associated with business or personal services.

- Create a visual display identifying the governmental regulations related to price. For each regulation also provide an example applying this regulation.

STANDARD 5.0

The student will examine the importance of the promotional mix to business and personal services.

LEARNING EXPECTATIONS

The student will:

- 5.1 Evaluate promotional strategies based on promotional objectives.
- 5.2 Identify components of the promotional mix.
- 5.3 Analyze advertising media.
- 5.4 Analyze media costs.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 5.1 Relates promotional objectives to specific promotional strategies.
- 5.2 Determines the appropriateness of the elements of the promotional mix to services marketing.
- 5.3 Compares the advantages and disadvantages for the various types of promotional media.
- 5.4 Compares media costs between two or more media.

INTEGRATION/LINKAGES

National Marketing Standards, SCANS, Business Education, American Legal Systems, Language Arts, Speech and Drama, Psychology, Sociology, Mathematics

SAMPLE PERFORMANCE TASKS

- Select a specific business or personal service business and conduct an interview to determine promotional goals and the promotional strategies used.
- Plan a promotional activity for a service business utilizing appropriate elements of the promotional mix.
- Select and evaluate ads for several service businesses.
- Make a chart depicting the advantages and disadvantages of each type of promotional media.
- Compute the cost of a promotional campaign designed for a specific business service or personal service.

STANDARD 6.0

The student will gain an understanding of economic concepts and principles in a global economy.

LEARNING EXPECTATIONS

The student will:

- 6.1 Differentiate between the types of economic systems including the interrelationship of business, government and individuals.
- 6.2 Assess economic concepts globally.

- 6.3 Analyze the free enterprise system.
- 6.4 Examine economic indicators and business cycles.
- 6.5 Demonstrate a knowledge of international trade.
- 6.6 Evaluate the relationship of cost/profit to supply and demand.
- 6.7 Evaluate the effects of monetary and fiscal policies on economic decisions.
- 6.8 Examine the relationship of values/beliefs to economic goals.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 6.1 Compares and contrasts the ways economic systems answer the basic economic questions utilizing resources available.
- 6.2 Categorizes the economic concepts of the various economic systems.
- 6.3a. Debates the role of government regulation in business.
- 6.3b Compares the types of businesses in a free enterprise system.
- 6.4 Compares and contrasts the economic indicators impact on the business cycle including employment, growth, and inflation factors.
- 6.5 Evaluates the advantages and disadvantages of international trade.
- 6.6 Distinguishes the impact of productivity in relation to cost/profit, supply, demand, and national income.
- 6.7 Debates the effects of monetary policies on international trade agreements.
- 6.8 Evaluates the effect of cultural beliefs on economic decisions in a country.

INTEGRATION/LINKAGES

Mathematics, Social Studies, Language Arts, Science, Technology, DECA

SAMPLE PERFORMANCE TASKS

- Research government regulations and taxes on services.
- Prepare a supply and demand curve for a personal/business service, identifying equilibrium, and price. Give a rationale for the curve.
- Choose a country and compare its economy to that of the United States.

STANDARD 7.0

The student will apply and relate academic subject areas to business and personal services marketing.

LEARNING EXPECTATIONS

The student will:

Language Arts

- 7.1 Read and critique written advertisements and public relations releases designed for services businesses.
- 7.2 Speak and write standard English (including grammar usage, punctuation, spelling, and capitalization).
- 7.3 Participate in formal and informal presentations in discussions of issues and ideas.

Social Studies

- 7.4 Analyze social and psychological issues as they impact services marketing.
- 7.5 Examine ways laws and regulations influence services business decisions.

Mathematics

- 7.6 Perform basic mathematical functions utilizing numerical understanding.
- 7.7 Appraise budgets, prices, discounts, ad sizes, promotional costs, etc.
- 7.8 Use tables and graphs.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

Language Arts

- 7.1 Evaluates an advertisement.
- 7.2 Conducts an interview of a local business person.
- 7.3 Makes a classroom presentation.

Social Studies

- 7.4 Researches sociological, psychological, and technological factors impacting the growth of services industries.
- 7.5 Analyzes regulations and laws affecting pricing decisions in the services industries.

Mathematics

- 7.6 Demonstrates numerical understanding by calculating mathematical problems.
- 7.7 Demonstrates the ability to select appropriate formulas and perform appropriate calculations.
- 7.8 Creates graphs showing growth trends.

INTEGRATION/LINKAGES

SCANS, National Marketing Education Standards, Social Studies, Mathematics, Language Arts, Foreign Languages, Science

SAMPLE PERFORMANCE TASKS

- Write a report on the impact of societal changes upon the service industry.
- Develop a promotional plan for a service business.

STANDARD 8.0

The student will apply organizational and leadership skills.

LEARNING EXPECTATIONS

The student will:

- 8.1 Demonstrate a knowledge of DECA.
- 8.2 Utilize critical thinking in decision-making situations.
- 8.3 Identify and develop personal characteristics needed in leadership situations.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 8.1 Relates his/her knowledge of DECA through a written or an oral evaluation.
- 8.2 Solves problems utilizing role-play, team decision making, and DECA projects.
- 8.3 Accepts task/project responsibilities in the class or DECA activities.

INTEGRATION/LINKAGES

SCANS, National Marketing Education Standards, Marketing Education Advisory Committee, Chamber Partnerships, Language Arts, Speech, Mathematics, Business Communications

SAMPLE PERFORMANCE TASKS

- Join and participate in DECA.
- Make a passing score on an oral or a written evaluation on DECA and leadership.
- Compete in regional, state, and national DECA competitive events.
- Run for state or national DECA office.
- Participate in group projects.
- Organize a DECA project.

STANDARD 9.0

The student will analyze how service marketing principles are applied in a specific work-based learning experience.

LEARNING EXPECTATIONS

The student will:

- 9.1 Apply principles of services marketing to a work-based situation.
- 9.2 Integrate time management principles in organizing his/her schedule to include school, work, social, and other activities.
- 9.3 Evaluate and apply principles of ethics as they relate to the work-based experience.
- 9.4 Employ the principles of safety to the work-based experience.

PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET

The student:

- 9.1 Scores average or above on the employer performance evaluation.
- 9.2 Designs a plan to include his/her schedule of activities.
- 9.3 Records and assesses workplace events based on the ethical implications.
- 9.4a Makes a passing score on a class-based or work-based safety evaluation.
- 9.4b Applies safety rules and regulations to the work site.

INTEGRATION/LINKAGES

SCANS, National Marketing Education Standards, Community Employers, Language Arts, Mathematics, Science

SAMPLE PERFORMANCE TASKS

- Compose and maintain a journal that includes general work site experiences, time management planning, and evaluation of ethical behavior.
- Create a training manual for a new employee outlining the safety considerations for the job.
- Keep a report of wages and hours on the job.

SUGGESTED RESOURCES

National Retail Merchants Association
Area Chamber Partnerships
Vocational Advisory Committees
MarkEd *Customer Service Mindset*, HR 32
MarkEd *Interpreting Business Policies*, HR 25
MarkEd *Handling Difficult Customers*, HR 21
MarkEd *Handling Customer Complaints*, Selling 106
MarkEd *Work Ethics*, HR 33
Telephone Courtesy and Customer Service, 1987, Crisp Publications; Finch, Lloyd C.
MarkEd *Product/Service Planning*, PP 5
MarkEd *Psychological Pricing*, PI 1
MarkEd *Pricing*, PI 2
MarkEd *Factors Affecting Selling Price*, PI 3
Marketing Essentials, 1997, Glencoe McGraw-Hill
Marketing Foundations and Functions; Southwestern
Marketing Practices and Principles; Glencoe
MarkEd Laps
SCANS
National Marketing Education Standards
Chamber of Commerce
Small Business Administration
Secondary Social Studies Framework
National DECA
MarkEd – Marketing Education Resource Center
DECA Guide